

Field Education Handbook

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IMPORTANT DATES AND DEADLINES – Students: please consult your syllabi.

September

- 3** Fall Semester VFCL Classes Begin
- 10** Student/Site Contract Due - Room 308
- 25** Field Education Commissioning Chapel - 11:00 - Chapel of the Unnamed Faithful
- 25** New Site Supervisor Orientation -12:30 - 2:30

October

- 1** Learning and Serving Covenant Due - Room 308

November

- 19** Final Fall Semester VFCL Session

February

- 4** Spring Semester VFCL Classes Begin
- 25** Ash Wednesday – No Class

April

- 15** No Class - Easter/Spring Break
- 24** Evaluations from Site Supervisors and Site Committees Due
- 24** Students' Education Evaluations of Field Education Sites Due – Room 308
- 22** Final Spring Semester VFCL Session

Introduction to Field Education

Fulfilling the Ministry and Mission of the Seminary

(Quotations are from the Garrett-Evangelical Academic Programs catalogue)

Reflective practice in ministry and mission serves to fulfill the core purpose of the Seminary through "...preparing spiritual leaders..."

The particular emphasis of the program fulfills the mission of the seminary in sharing "...the church's task of equipping the whole people of God and providing leadership in Christ's ministry of personal and social transformation."

Classroom work and the experiences in a variety of placements contribute significantly to "prepar(ing) persons for ordained and lay ministries in and through the church."

The Purpose of Field Education

In concert with the course series, Vocational Formation & Church Leadership, Garrett-Evangelical's Field Education program seeks to integrate the reality of life in the living God, the seminary's academic offerings and the experience of the *ecclesia* - ministry in the local church or service agency.

The curriculum and practice of the Vocational Formation & Church Leadership program is intended to "**ready**" students for ordination and/or a leadership role in the church. Excellent mentoring and supervision is provided at our field sites and on campus to integrate academic work, ministry experience and the gifts of each student. We are aware that each student is in the process of discerning his or her call and vocational identity. The experiences in the field, in formation groups and in the classroom are designed to clarify that call and identity. For many students, this may mean continued formation in the degree and order they intended at the outset. Others will experience refinement, re-formation or re-direction through the Field Education process. These are all anticipated possibilities within the Field Education process while maintaining the goal and purpose of each degree.

The central orientation of Field Education is the context of the *ecclesia* and the understanding of functioning ecclesiology along with the ordained offices, specialized leadership and other contexts of ministry. The local church setting is a particular focus, but is set in the larger ecclesial context.

Christianity is an incarnational faith. This is evidenced again and again in the scriptural narrative of Christ's people. All ministry requires the discernment of the activity, call and claim of God in the life of the church and the world. The church is the body of Christ and the ministry of the church is an extension of Christ's ministry in the world. Therefore, the foundation of *praxis* in the Field Education program is Jesus Christ.

The metaphor that frames the seminary experience for the Field Education staff is that of being *marinated* in the living Word of God. There are three components that make a

good marinade: it must be **robust** enough to make a difference; it must be **sustainable** through the process so that it does not fall apart; it must be **resilient** enough that the heat and fire of experience will not consume it. Field Education is an opportunity to “test” the robustness, sustainability and resilience of one’s call and education in the exercise of ministry surrounded by mentoring, supervision and guided reflection provided in the Field Education program.

The seminary is set aside by the church as a unique institution to studiously assemble the ingredients of the faith tradition for reflection and empowerment of ministry. It is a formative place where the table of the Lord is understood in all of its dimensions and the inclusive invitations of the great cloud of witnesses and the living saints are exemplified. This is the time for students to be immersed in the faith tradition in both classroom and field placement. It is a time to “rest” in the tradition and let its richness surround and flow through mind, heart and soul and shape the unique gifts of each for greater discipleship and leadership in the body of Christ.

Call, Covenant, Context

The primary goal of Field Education is to equip students with both the foundational and professional skills needed to become effective spiritual leaders.

In their first semester, MDiv students will begin the 6 semester course series “Vocational Formation & Church Leadership.” During this first semester they will meet with the Director of Field Education to begin articulating their present **Call** to ministry. During the first year students will be expected to more clearly articulate their call and ways of responding to that call in **Covenant** with God and God’s people. Their course work, group work and community life, along with continued conversations with the Director of Field Education, will help inform the selection of the Field Education Sites where students will serve during the 2nd and 3rd years of the MDiv program.

The Field Education site is the primary **Context** for students to refine their call and live into their covenant. Although Field Education placements usually involve church settings, we view the *ecclesia* in a broader frame which includes chaplaincy programs, social service agencies and other settings where Christ’s work is being done.

It is our hope is that Field Education will be a foundation for students’ continual transformation and commitment as faithful disciples and spiritual leaders. It is our prayer that our models of mentoring and spiritual collegiality will prove useful for all in our program throughout the changing circumstances of **call, covenant and context**.

Academic Requirements for Vocational Formation and Church Leadership and Field Education

MDiv: 6 semesters – Fall and Spring Semesters - 2 semesters each year for 3 years

MA: 4 semesters – Fall and Spring Semesters – 2 semesters during years 1 and 2

FIRST YEAR

Vocational Formation & Church Leadership #10-500

Attend Formation Group Meetings, Plenary Sessions & Workshops

Fall Semester: Meet with the Director of Field Education for first interview

Spring Semester: Meet with the Director to begin site placement process for next fall

SECOND YEAR

Field Education site commitment (15 hrs per week, September – May) # 10-501

Vocational Formation & Church Leadership #10-502

Attend Formation Group Meetings, Plenary Sessions & Workshops.

Spring Semester: Meet with Director of Field Education to establish site placement for the 3rd year

THIRD YEAR

Field Education site commitment (15 hrs per week during the academic year or comparable commitment for summer internships) #10-503

Vocational Formation & Church Leadership - #10-504

Attend Formation Group Meetings, Plenary Sessions & Workshops

Ethical Expectations of Students in Field Education

These expectations are in addition to the sexual ethics and racism policies contained in the Garrett-Evangelical Student handbook and the codes of professional/clergy ethics peculiar to the denominational bodies, congregations, agencies and institutions in which the student does Field Education work.

Spiritual Leadership*

1. "...live in a manner worthy of the calling to which you have been called." (Eph. 1:1)
2. Practice the disciplines that nurture your knowledge and faith in Jesus Christ such as personal devotion, study, prayer, reflection, worship, acts of justice, prophetic witness, acts of service, fidelity to covenant relationships, participation in Christian community.
3. Grow in the understanding of your gifts and calling for ministry within the church and the world.
4. Exercise your ministry within the reasonable bounds and conditions of your gifts and competencies. When you determine that you are unable or unwilling to render ministry you should extend pastoral initiative and call upon appropriate pastoral and professional persons and/or agencies to render appropriate care. Become acquainted with the support system in your Field Education site.
5. "The ministry of all Christians consists of privilege and obligation. The privilege is a relationship with God that is deeply spiritual. The obligation is to respond to God's call to holy living in the world. We recognize that God made all creation and saw that it was good. As a diverse people of God who bring special gifts and evidences of God's grace to the unity of the Church and to society, we are called to be faithful to the example of Jesus' ministry to all persons. Inclusiveness means openness, acceptance, and support that enable all persons to participate in the life of the Church, the community, and the world. Thus, inclusiveness denies every semblance of discrimination. The mark of an inclusive society is one in which all persons are open, welcoming, fully accepting, and supporting of all other persons, enabling them to participate fully in the life of the church, the community and the world." (United Methodist *Discipline 2000*).
6. Exercise the principles of confidentiality appropriate to the site. Discuss with your supervisor how confidential matters will be handled within your supervisory relationship and the staff. Respect the integrity of all persons. Do not engage in scandalous or malicious gossip. Do not undermine the ministry of another. Do not allow confidentiality to be used as a method of triangulation. Familiarize yourself with the legal mandates of breaking confidentiality. *Note: students are not accorded the legal right of absolute confidentiality accorded to the ordained clergy (except, in some cases, licensed local pastors under appointment). Confidentiality is an ethical matter rather than a legal protection and should be treated in light of such issues as mandated reporting of abuse or threat to self and/or others.*
7. Refrain from addictive, abusive or exploitive behavior. Seek therapeutic and/or spiritual direction help to recover from such behavior. The site and/or the site supervisor are not appropriate persons or venues for personal therapy.

8. Seek out an appropriate support network that is not part of the Field Education site. These may include: a spiritual director, a therapist, a counselor, a spiritual companion, an accountable discipleship group, friends, mentors.
9. Refrain from exploiting relationships within the community of faith for personal gain or gratification, including sexual harassment and misconduct as defined in the Garrett-Evangelical Theological Seminary Student Handbook.
10. Be judicious in the exercise of the power and privileges of your office and the position you hold at the site.
11. Implement a regime of physical, psychological, financial and spiritual well-being.
12. Execute the fiduciary responsibilities of the office or status within the organization to which you are appointed/assigned/covenanted/hired. Acquaint yourself with the management principles for which you will be responsible and which govern your duties.
13. Do not mingle personal and professional financial dealings.
14. Refrain from incurring indebtedness that will embarrass you or your ministry.
15. Be a faithful steward of the funds and budgets which are entrusted to you.
16. Do not accept signature authority on any account for the agency or church to which you are assigned unless you receive written permission from the authorizing board, have appropriate auditing guidelines and are bonded by the authorizing agency.
17. Adopt the spiritual practice of Sabbath and learn appropriate time management skills to effectively fulfill the goals of ministry, the personal spiritual development and discipleship from which it flows and the personal responsibilities and relationships to which you are committed.

*These principles are drawn from the various handbooks at Garrett-Evangelical Theological Seminary, McCormick Theological Seminary, Andover Newton Theological School, and the United Methodist *Discipline* (2000).

Responsibilities of Field Education Sites, Site Supervisors and Site Committees

FIELD EDUCATION SITES

Garrett-Evangelical Theological Seminary has established Field Education as a partnership with the church in the teaching/learning experience in a variety of contexts.

The partnership of seminary and site for theological field education requires mutual accountability and responsibility for maintaining a nurturing learning environment.

Field Education brings a dynamic of the intentional transformation of the student into a bold leader for the church and for the world. It is a program of hands on education through working as a leader in a field site where vital ministry is occurring. However, it is more than simply working at the site. Through the entire Field Education process, the site community, site supervisor, site committee and the Vocational Formation & Church Leadership program faculty join with the student in theological reflection and formation.

Our partner sites are asked to maintain their commitment to the seminary's Field Education program by meeting the following qualifications. A Student/Site Contract provided by the Field Education office is to be carefully read and signed by the student and site supervisor prior to beginning work at the site. Field Education sites must provide:

- The opportunity and resources for the student to engage in meaningful activities that will help the student toward attaining the learning goals and objectives established in the "Learning and Serving Covenant." Students are required to spend 15 hours engaged in meaningful activity at or on behalf of the Field Education site.
- A qualified Site Supervisor who will honor the responsibilities and meet the skills and competencies described the "Site Supervisor" section below.
- A site committee of 3-5 lay members (enlisted by the Site Supervisor) which will meet with the student on a regular, ongoing basis to provide the student with support, hospitality and evaluation of learning goals and objectives.
- A stipend (paid weekly or monthly) to the student totaling a minimum of \$3,500 for the academic year unless other arrangements have been made through the seminary. (NOTE: This stipend is taxable income.)
- Reimbursement to the student by the site (minimum – 58.5 cents/mile) for travel expenses incurred in service to the site (excluding commuting to/from the site).

Licensed Local Pastors: Sites and site supervisors working with students appointed as Licensed Local Pastors will have their own contractual agreements. We do ask that the spirit of our requirements and guidelines be followed even when the details are different. We ask that the Field Education office be notified if there is a change in a student's status or appointment

THE SITE SUPERVISOR

Site supervision in professional education is an action-reflection-action process. In this process it is expected that both the site supervisor and the student will be open to learning from each other, although the heaviest expectation for teaching falls to the site supervisor and learning to the student.

The site supervisor serves as both model and tutor, enabling the student to learn how the knowledge and skills that belong to the profession are related to its day-to-day practice. So understood, site supervision is a fundamental part of professional education for ministry. It serves as the student's integrating matrix for professional formation.

Ideally, the site supervisor and student should both be engaged in ministry in the same context. As far as possible, settings for field education are chosen and approved where appropriate and effective supervision is available on site. Where such is not the case, as in student pastorates, another supervisor is engaged to serve as the student's supervisor.

Site supervisors who are new to Garrett-Evangelical's Field Education program, or have not participated for a number of years, are required to participate in a 2-3 hour orientation session held during the first few weeks of September.

Responsibilities and Expected Skills and Competencies

Site supervisors are chosen and approved on the basis of their evident competence as professionals and their ability and willingness to actively engage in the mentoring and supervision of students. They are pastors and lay professionals who seriously and joyfully accept the following responsibilities:

- Honor the agreements listed in the Student / Site Contract
- Help the student develop the "Learning and Serving Covenant" after the student begins serving at the site.
- Meet with the student for one hour per week for theological reflection and be accessible to the student to provide ongoing direction and mentoring.
- Assure that the student is provided with a broad range of experiences useful to professional development.
- Enlist a Site Committee of 3-5 lay members to meet with the student on a regular basis to provide the student with support, hospitality and evaluation. The site supervisor does not serve on the site committee.
- Send a written evaluation of the student's progress to the Field Education Office when requested.
- Communicate any concerns or questions to the Director of Field Education.

Site Supervisors are expected to demonstrate the following skills and competencies in order to remain in partnership with Garrett-Evangelical's Field Education program:

- Overall competence in ministry and identity in the role of supervisor/mentor.
- Integration of the components of supervision – Administrative, Educational, Emotional, Professional, Social and Theological
- Ability to listen

- Ability to ask the right questions
- Openness to life-styles different from one's own
- Recognition and ownership of one's own feelings and the ability to enter into the feelings of other persons
- Sensitivity to a student's experience (reality as perceived rather than stated)
- Patience to wait for the student's growth and resist managing his/her life
- Ability to recognize and appropriately challenge a student's resistance to growth
- Ability to articulate the mentoring process between supervisor and student
- Willingness to share in agenda-setting with the student
- General skills in group leadership

Before agreeing to provide supervision of a student, the proposed site supervisor will obtain the agreement of his/her congregation or agency to participate in training a seminary student. The agreement includes approval of the time and resources necessary for providing the student with as broad a range of learning experiences as possible.

Weekly Meetings

Central to the supervisory process is the weekly one hour session of theological reflection. These sessions deal with learning objectives, critical incidents in the student's ministry, discussion of reading done by both student and site supervisor, integration of classroom learning with the practice of ministry, feedback on and evaluation of performance, and planning for upcoming tasks. Each session should have a specific topic or focus. Specific data from the student's field experience in the form of case studies, journal entries, verbatim transcripts, critical incident reports, etc., may be useful in these discussions.

If, due to the nature of the field education site, it is not reasonable to meet weekly, it is expected that the site supervisor and student will establish and honor a regular, frequent meeting schedule and describe this commitment in the Learning & Serving Covenant.

THE SITE COMMITTEE

The Site Committees is an essential partner in the Field Education process. We ask that the Site Supervisor establish a 3-5 member site committee before the student begins work at the site. A Chairperson or convener should be identified to convene the monthly meetings. The Site Supervisor does not serve on the Site Committee.

Composition

The Site Committee is designed to facilitate communication between the student and the constituencies of the local church or agency, to support the student and assess his/her progress at the site. The Site Committee should be a distinct group - focusing on and with the student. Thus, except in the case of solo student pastors, it is best if the Pastor/Staff-Parish Relations Committee is *not* the Site Committee. (A member of the SP-PRC may be a member of the committee to provide some continuity.)

Function

The committee will meet at least **once a month** with the student for a time of sharing, feedback, prayer, and interaction regarding ministry.

The purposes of the Site Committee are:

- To provide support and hospitality for the student
- To reflect with the student on the nature and functions of ministry
- To provide constructive feedback and consultation to the student
- To consult with the student on issues faced during the year
- To serve as a liaison group within the congregation/institution
- To provide an evaluation and communicate any concerns to the Field Education office

Membership

The Site Committee should be composed of three to five members. Experience suggests that persons listed below are helpful members for the student.

- Lay persons with experience in supervision or personnel management skills (in education, nursing, business, etc.)
- Lay persons who work with the student in assigned programs/tasks in the life of the church or agency.
- A representative from each of the age or task groups with whom the student works.
- A representative from the Pastor/Staff-Parish Relations Committee.

Meetings

The Site Committee shall meet regularly (at least monthly) to build trust, facilitate communication, and offer support and accountability to the student.

A Site Committee Chairperson should convene the monthly meetings, establish an agenda and draft the student's Field Education evaluation. While the site supervisor does not meet with the Site Committee, it may be helpful on occasion to have him/her present at the invitation of the student and/or Site Committee. If necessary, the Committee may be convened by the student or the Chairperson for additional meetings.

The Committee and student should establish a meeting schedule for the time of the student's contracted service that will include:

- An initial and ongoing review the student's Learning and Serving Covenant, evaluation of the student's progress and ways the committee might help the student achieve his/her goals and objectives.
- A time of introduction: What does the student hope to learn? What is his/her faith history/experience? What is the community's history, identity and mission? How can the committee help introduce the student (and the student's family) to the community?
- Bible study, prayer and theological discussion and general care of the student.
- A plan for inclusion in the life of the community and a plan to celebrate and bring closure to this year together

The Learning & Serving Covenant

THE PURPOSE OF THE LEARNING & SERVING COVENANT

After the student begins working at the site, the student and Site Supervisor will work together to prepare the Learning & Serving Covenant. This document will include an articulation of goals and objectives, tasks and expectations, resources, reflection and support and will provide the basis for evaluation of the student's progress.

The discipline of the Christian life is thick with covenants. The scriptures are filled with the making, re-making, breaking, redeeming and re-affirming of covenants between God and God's people and between the people of God and each other. They are articulated so that those involved will know the parameters, expectations, hopes and conditions of their relationships with each other.

Field Education finds itself within the tapestry of faith covenants. These covenants exist between student and Site Supervisor, student and Site Committee and among members of the student's seminary formation group - all within the context of ministry and learning. These covenantal relationships are confidential, not secretive. They are specialized, not personalized. The fidelity and faithfulness of the partners in the covenant are primarily grounded in faithfulness to God and God's work, not due to a personal loyalty to one another.

The Learning & Serving Covenant, therefore, sets out a vision and hope. It describes a context and a set of relationships. It articulates steps to fulfill a calling and a faithful response to the invitation to be transformed in cooperation with the Holy Spirit into a spiritual leader. It is not primarily about acts of doing or minutely measurable accomplishments, but about openness to formation in spirit and in skill.

Because the Learning & Serving Covenant articulates a living relationship, changes may occur in this relationship as the year progresses. Substantive changes should be noted by a revision in the written document. These should come in the form of a written proposal for revision. Each signature party to the Learning & Serving Covenant must sign off on the revision. Revisions to the document are within the context of the requirements for the Course in which the student is enrolled.

PREPARING THE LEARNING & SERVING COVENANT

A. Before Drafting the Learning & Serving Covenant

All parties to this relationship are engaged in vital spiritual and pastoral formation as part of the preparation and learning process. Students will begin their Field Education experience with some, but not all, of their courses completed. It is important for Site

Supervisors and Site Committees to know what has been studied and what remains to be completed so that expectations are appropriate. We encourage students to stretch the limits of what they know as they engage their skill and passion in the practice of ministry. We also caution students to work with Site Supervisors and Site Committees to identify their limits, competencies and boundaries so that support and resources might be provided.

Areas to Consider for Inclusion (Note: these areas are developed primarily from a model of church placement, but many can be incorporated and revised for agency placements. These are suggestive, not exhaustive nor prescriptive.)

- **Religious Education:** Students should have the opportunity to transmit the faith through teaching in a variety of situations. Long-term and established settings as well as short term or single event settings should both be available for the student to experience. Lesson planning, a variety of pedagogical styles and evaluation should be built into the feedback loop. A further push on this theme would be to reflect upon the student's "being as a teacher" outside the formal and identified sessions.
- **Organizing People:** Students should have the opportunity to recruit, train, empower and bless folks for ministry by focusing on the "people" part of programming.
- **Leading Worship:** Students should be given the opportunity to preach, develop and lead formal worship services and be an active part of the overall worship life of the church/agency through leading the prayer or other devotions.
- **Pastoral Care:** It is our hope that the Site Supervisor and Site Committee will help students to grow in their "pastoral identity." This is to say that the student, Site Supervisor and Site Committee should include grappling with the pastoral office expressed in formal settings as well as the way in which the student engages the site in consistent pastoral ways of being that are difficult to quantify, but may be explored in supervision.
 - *Visitation:* Students should be able to ground their pastoral care in theological foundations and biblical understanding as well as a self-understanding of their agency as pastor. Homebound, bereaved, hospitalized, visitors to the community, potential participants in the ministry and mission of the church or agency are all to be considered as possibilities for visitation and outreach.
 - *Support Groups or other multi-person care groups:* This will provide the student with the skills to help empower the agency or church to care for itself in mutual ministry.
 - *Life cycle events:* The student will gain experience and insight into the significant and sacramental stages of life.
- **Administration:** Whether in an agency or a local church, students will need to learn how to administer the community through a variety of settings and methods.

A student should have the opportunity to administer some aspect of the community. Theological reflection on that activity should help in discerning how administration is part of ministry as a whole. (Note the root of both ministry and administration is similar.) Students should be given responsibility for an awareness of their skills and challenges in planning, covenanting with others, convening “meetings that matter,” following through, evaluating, communicating effectively, working with complex organizations, dealing with conflict, collegiality, staff-teamwork, understanding and appropriately dealing with issues of power and authority, setting appropriate limits, delegation and stewardship.

- **Community and Mission Work:** One of the core values at Garrett-Evangelical Theological Seminary is “Prophetic Participation in Society.” We hope that the students in their Field Education settings will have the opportunity to be involved in community work, mission outreach, social witness and justice.

B. Drafting the Learning & Serving Covenant

- **Part One: Clearly Written Names of all Covenant partners**
- **Part Two: Learning Goals and Objectives**

Step 1. *The Student’s Learning Goal* -- This is a focused, inclusive statement of what the student seeks to learn during the year. It helps to focus the partners in this covenant and avoids aimlessness or a scattered approach that is more task-fulfilling than learning. Two illustrations of this are: *(1) I want to develop a clearer understanding of my pastoral identity, or (2) I want to learn about empowering and equipping the laity for ministry.*

Step 2. *The Student’s Learning Objectives, Tasks, Resources and Reflection*

- *Objectives:* These grow out of the general Learning Goal and become more specific. They help to outline the tasks for ministry in more concrete and measurable terms. The objectives could be stated as “my vision is...” or “when I finish this year I would like to have learned...”
- *Tasks:* The “*areas to consider for inclusion*” listed above can be constructed as tasks and competencies. Organize the tasks to flow out of the stated Goal and Objectives. This helps students to understand why they are doing them as part of their seminary education and what they want to learn from them. ***Remember, tasks are usually developed to fulfill the needs of the church, the covenanting process helps the student and supervisors to also focus on the tasks as they relate to learning needs, goals and objectives.***
- *Resources:* These should be identified in advance whenever possible. They should be people resources, time resources, talent resources and material

resources. This is crucial learning for the student, but also helpful for the church/ agency in terms of stewardship and reality testing.

- *Reflection:* The student and Site Supervisor should agree on ways in which effective feedback and evaluation would complete the learning cycle. The use of the Site Committee, focus groups, interviews with individuals and other feedback loops might be suggested.

➤ **Part Three : Responsibilities and Schedules**

Students are required to spend 15 hours engaged in meaningful activity at or on behalf of the Field Education site. The Responsibilities and Schedules section provides a simple tool to help realistically organize the student's time. Any other tool may be employed, but it is strongly suggested that a schedule be drafted and revised as needed. **NOTE: A student's site schedule requirements must not ever conflict with the student's class schedule requirements.**

➤ **Part Four: Compensation**

All students in Field Education receive a stipend of \$3,500 as agreed to in the Student/ Site Contract and in the stated responsibilities of the site. The stipend is paid directly to the student in weekly or monthly payments. It is considered taxable income. In some cases arrangements can be made for the seminary to fund the student's stipend, in which case, the seminary pays the student directly. Travel costs incurred by the student in service to the site should be reimbursed.

➤ **Part Five: Signing the Covenant**

When the Learning & Serving Covenant is complete, the student, Site Supervisor, and Director of Field Education (or another representative of Field Education) will sign the document. The student will provide copies of the completed, signed Learning & Serving Covenant to the Site Supervisor, Site Committee Chair and Field Education Office. The student should keep a copy.

THE FIELD EDUCATION OFFICE SHOULD RECEIVE A COPY NO LATER THAN OCTOBER 1, 2008.

Evaluations and Communication

EVALUATIONS OF STUDENTS BY SITE SUPERVISORS AND COMMITTEES

One of the important functions of the student's site supervisor and site committee is to provide meaningful evaluation of the student's progress at the site particularly as it relates to the Learning & Serving Covenant.

It is necessary for the students to have a written evaluation of their work in their files for consideration by various church boards involved in clergy appointments, but it is also important for the Field Education program to remain in communication with our students' mentors throughout the year.

- **Site Supervisors** will be asked to respond to an email questionnaire in early **December** which will be sent by the Field Education office. This will serve as an alert to any questions or potential trouble areas as well as an opportunity to share particular blessings.
- **Site Supervisors** will complete a written evaluation provided by the Field Education office which must be signed by both the student and the site supervisor. This will be due in **April** before the end of the spring semester. This will become part of the student's permanent file. This evaluation is included in the "Documents" section and will also be provided by the Field Education Office with a reminder in March.
- The **Site Committee** chairperson will be invited to complete a written evaluation after conversation with the student and site committee. This evaluation is to be shared with the student and sent to the Field Education office by the end of the spring semester. A suggested format is included in the "Documents" section and will also be provided by the Field Education office via the student.

SITE VISIT AND CONFERENCES

At any time during the student's service contracted under the terms of the Learning and Serving Covenant, the student or Site Supervisor may request a conference or site visit by the Director of Field Education or the Director of Vocational Formation and Church Leadership for the purpose of celebrating a student's special accomplishment or discussing problematic issues.

If such a visit or conference is requested the student or Site Supervisor will contact the Field Education office to coordinate schedules and make arrangements.

STUDENT’S EVALUATION OF FIELD EDUCATION SITE

Near the end of the academic year, students will be asked to provide a formal evaluation of their Field Education site and Site Supervisor. These evaluations are important and have been useful to the program in determining future Field Education placements. A suggested format is included in the “Documents” section.

Students will have an opportunity to provide a formal evaluation of their Formation Group Leaders at the end of the academic year via a form provided by the Academic Affairs Office.

Students are always encouraged to be in communication with directors of the Field Education and Vocational Formation and Church Leadership programs as well as the Academic Dean and Dean of Students.

TERMINATION OR DISENGAGEMENT OF A SITE PLACEMENT

Although the Field Education program at Garrett-Evangelical Theological Seminary, along with its partners as Site Supervisors and approved sites attempts to arrange fruitful placements, we recognize that there are instances when the relationship does not work out for all parties involved.

In extreme cases this may result in the termination of or disengagement of a student in a particular placement during the terms of the Learning and Serving Covenant.

The procedure for termination or disengagement is as follows:

- 1 The student or Site Supervisor will contact the Director of Field Education at the first sign of concern that the relationship is headed in a direction that could result in termination or disengagement. The contracts and covenants into which Site Supervisors and students enter are mutually binding and should not be terminated unilaterally. The Director of Field Education will consult with the parties and work toward a mutual course of action.
- 2 If either the student or the Site/Site Supervisor determines that the relationship is in jeopardy due to issues of safety (i.e. violations of the law, sexual harassment, racial harassment, etc.), the student may be excused/suspended from his or her duties at the site pending a resolution mediated by the Director of Field Education. In the case of a student violation, the Special Needs process may be considered.
- 3 If termination is determined to be the best course of action, then the terms of the termination/disengagement will be set forth by the Director of Field Education and the Director of the Vocational Formation and Church Leadership program. These will include the conditions under which the student will be terminated at the site, the requirements for either completing or repeating the course, the status of the Site and the Site Supervisor in relationship to the Field Education program. This document will be entered into the student’s file with a copy given to the Site Supervisor. The

Formation Group Leader will be notified of the decision and necessary actions which follow. It will not be the practice of the Field Education program to grant partial credit for terminated placements.

Note: If a student is utilizing a student pastorate under episcopal appointment, then the termination procedures are primarily determined by the polity under which the appointment was made. The Director of Field Education and/or the Director of Vocational Formation and Church Leadership become involved as counselor to either party or as determined by the appropriate denominational representatives. The Director of Field Education reserves the right to determine the integrity of the site to be able to meet the standards of an approved Field Education site at any time and disengage the site from the program whether the appointment is terminated or not.

Documents, Printable Evaluation Forms and Other Information,

Field Education Site Placement Procedure

1. After meeting with the Director Field Education and by mutual agreement, students will be directed to contact a Site Supervisor to arrange for an interview.
2. Upon completion of the interview a student may:
 - accept an offer
 - reject an offer
 - arrange other interviews after consulting with the Director of Field Education
3. Upon completion of the interview, a Site Supervisor may:
 - make an offer to the student
 - invite the student for a follow-up interview
 - seek further candidates in conversation with the Director of Field Education
4. When a student and site mutually agree to the placement, both parties notify the Director and both parties complete and sign the Student /Site Contract and bring or mail it to Field Education office.

Placement Procedure for Students Appointed as Licensed Local Pastors

Some students serve in local church settings as licensed local pastors. They are licensed for this ministry and appointed under the authority and supervision of the denominational authorities. The seminary respects the appointive authority and will work in partnership with church structures to maximize the students' learning experience in both church and seminary.

- 1 Prior to beginning Field Education each student meets with the Director of Field Education Placement to assess his/her plans for completing the Field Education requirement.
- 2 Students who have been appointed as licensed local pastors will inform the Director of that appointment and discuss their intention to use that appointment to fulfill their site requirement for Field Education.
- 3 The Director will inform the student that his/her District Superintendent (or other denominational designee) must appoint someone from the district to serve as a Clergy Mentor. That person will also serve as the Site Supervisor for the student's Field Education requirement. The Clergy Mentor/Site Supervisor will serve as a

contact for the Pastor-Parish Relations Committee (which will serve as the student's Field Education Site Committee).

- 4 Once that person has been chosen, the student is asked to inform the Field Education office of that person's name and contact information.
- 5 The person chosen to serve as the student's Site Supervisor will receive a Field Education Handbook and will agree to complete the required evaluations of the student during the academic year.

Tax and Social Security Liability for Church Employment

Revised, 2006

Any fees received by students for services they perform are includable in their taxable income. Further, such payments are subject to the normal withholding rules applicable to any employee. The amount to be withheld will depend on the data supplied by the student on the Form W-4 that he or she gives the church or agency. The church or agency should treat the student like any lay employee to whom it pays wages, unless the student is under appointment as a local pastor or is ordained. Appointed students are covered in the last paragraph of this document.

The student also qualifies for employment for social security purposes. This means that the church or agency must also withhold the employee's share of social security and the church or agency must match this amount when making the payment in their submissions to the government. No social security is due if the student receives less than \$100.

Employment of a student also qualifies as employment for Federal and State unemployment taxes. These taxes, however, are imposed directly on the employer, and are not payable by the employee. Thus, no amounts are withheld from the student's wages.

If the church or agency has filed Form 8274 which declares that it objects to the payment of social security on religious grounds, then the church is not required to withhold from the student's pay for social security, nor pay the employer's share. This information needs to be shared with the Field Education Office and disclosed to the student at the time of the initial interviews.

In the event that the church or agency has filed Form 8274, then the student is subject to self-employment taxes for social security purposes. The rate of 15.3% of income is required on Form SE of the tax return. No self-employment tax is payable on a net income of less than \$400.

Students who receive stipends directly from G-ETS for services they provide to the church or agency in fulfillment of their Field Education requirements will be subject to

the same withholding and tax implications as indicated above, except in the case of an appointed and/or ordained pastor.

Students who are appointed to serve as the pastor of a church as an ordained minister or a licensed local pastor are treated differently than those students included in the above outline. Neither licensed local pastors under appointment nor ordained ministers serving in the capacity of pastor are subject to withholding for income tax purposes. Persons in both groups are also treated as Self-Employed for Social Security purposes. Students must file quarterly estimated taxes with the government for both the income tax and social security portion of their liability. These quarterly tax amounts are due April 15, June 15, September 15 and January 15. The filing and payment of them are the responsibility of the pastor. We recommend you seek guidance from a tax specialist and/or a financial planner. Reference may be sought from the Field Education Office or the Vice President for Business Affairs.

STUDENT / SITE CONTRACT for FIELD EDUCATION

Revised 2008-2009

GARRETT-EVANGELICAL THEOLOGICAL SEMINARY

CONTRACT FOR (Student's name) _____

This contract is designed for accountability and understanding and is a safeguard for each member of this covenanted partnership. Careful attention to its content is necessary to insure a positive experience for all parties involved.

Contact Information

Please provide all requested information and print legibly.

Site Supervisor's Name _____

Site Name _____

Site Address _____

Site Supervisor's Phone Number _____

Site Supervisor's Email Address _____

Student's cell or home phone number _____

Completion of the Contract

The Student and Site Supervisor together will carefully read and sign this contract prior to the beginning of the student's work at the Field Education site. Both the student and the site supervisor will keep a signed copy and the student will bring a copy to the Field Education Office as soon as it has been completed and signed.

When the student begins serving at the site, s/he and the site supervisor will work together to develop the "**Learning & Serving Covenant**" detailing the student's responsibilities and establishing goals, objectives and schedule. The Learning & Serving Covenant will be reviewed by the Field Education office and the student's Formation Group Leader.

Expectations and Responsibilities

THE STUDENT will

- Serve at the site (or directly on behalf of the site) 15 hours per week (exclusive of commuting time) during the academic year, or the equivalent time for students serving in summer placements or other alternative placements.
- Work with the Site Supervisor to develop the "**Learning and Serving Covenant**" described above.
- Schedule, with the Site Supervisor, frequent regular meetings specifically for theological reflection. (Example: 1 hour per week for academic year placements.)
- Meet regularly with the Site Committee. These meetings are considered part of the contracted service schedule.

The student's site schedule must not conflict with the student's class schedule.

THE SITE will provide:

- The opportunity and resources for the student to engage in varied, meaningful activities that will help the student toward attaining the learning goals and objectives established in the “Learning and Serving Covenant.”
- A site committee of 3-5 lay members (enlisted by the Site Supervisor) that will meet with the student on a regular basis to provide the student with support, hospitality and the ongoing evaluation of learning goals and objectives.
- A stipend (described below) and reimbursement to the student by the site for travel expenses incurred in service to the site (excluding commuting to/from the site).

THE SITE SUPERVISOR agrees to:

- Help the student develop the “Learning and Serving Covenant” after the student begins serving at the site.
- Establish regular meetings with the student specifically for theological reflection.
- Be accessible to the student and provide ongoing direction and mentoring.
- Enlist a Site Committee of 3-5 lay members to meet with the student on a regular basis as described above.
- Send a written evaluation of the student’s progress to the Field Education Office when requested.
- Communicate any concerns or questions to the Field Education office.

NOTE: Three weeks of vacation time are allotted during the academic year, and can be taken together or separately. **School breaks are not assumed vacation periods.**

Student Stipend / Salary Agreement

The site agrees to pay the student a minimum of \$3,500 for the student’s contracted work at the site in fulfillment of the seminary’s field education requirement for each academic year. This is taxable income and may be paid weekly or monthly as mutually agreed.

If other arrangements have been made with the seminary for stipend payment, please describe and initial: _____

Signatures

Please do not sign this contract until you have read it thoroughly and considered each item carefully.

Field Education Student

Site Supervisor

Date _____

Date _____

LEARNING AND SERVING COVENANT
FIELD EDUCATION PROGRAM
2008-2009
GARRETT-EVANGELICAL THEOLOGICAL SEMINARY

Consider this agreement as an opportunity and protection. It is the basis for evaluating your field education work and will help you to carefully and clearly define your tasks and responsibilities.

The completed and signed Learning and Serving Covenant must be submitted to the Field Education Office for review by Wednesday, October 1, 2008 (or within two weeks after beginning summer placement work). The student should keep a copy and provide copy for the Site Supervisor and for the Site Committee Chair.

Part One: Covenant Partners

Student's Name _____

Site Supervisor's Name _____

Site Name (Church or Agency) _____

Site Committee Chair's Name _____

Part Two: Learning Goals and Objectives:

Instructions & Examples

Step 1. Write a focused, inclusive statement of the Learning Goal with which you approach this year's ministry under supervision. State an expectation or hope for your work in this setting. This goal will guide the evaluation of your work during the course of this academic year.

Learning Goal – Examples: *I want to develop a clearer understanding of my pastoral identity.* OR *I want to learn about empowering and equipping the laity for ministry.*

Step 2. Write clear learning objectives. Think first about what you want and need to learn, then negotiate tasks accordingly. A question guide is given below and a sample follows.

1. Learning Objective

What specifically do you want to learn this year?

Example: *To understand how I, as pastor, extend appropriate ministry through my personal interactions.*

2. Tasks

Through what work assignments do you expect to learn?

Example: *Pastoral visitation in hospital and home.*

3. Resources

What courses, research, reading, or other experience will under-gird your preparation?

Example: *Site Supervisor and reading in related courses.*

4. Reflection

In what forms will you bring your work to your Site Supervisor and Site Committee for feedback and reflective analysis.

Example: *Written questions, shared journaling, conversation, role play*

Your Goals and Objectives

Learning Goal

Learning Objective Number 1

1. Objective

2. Task

3. Resources

4. Reflection

Learning Objective Number 2

1. Objective

2. Task

3. Resources

4. Reflection

Learning Objective Number 3

1. Objective

2. Task

3. Resources

4. Reflection

Part Three: Responsibilities and Schedules

A. A Guide for Scheduling

The student is expected to serve at the site 15 hours per week during the academic year (or the equivalent for alternative placements). It is imperative to describe in detail the ways this time will be used to fulfill the Field Education requirement and meet the conditions of the Student / Site Contract.

NOTE: The student’s site schedule requirements must not conflict with the student’s class schedule requirements.

B. Schedule for the Year (show dates for your work at your site)

Beginning Date:_____ Ending Date:_____

Vacation Periods: Three weeks are allotted during the academic year, and can be taken together or separately. Please negotiate these dates in advance. **School breaks are not assumed vacation periods.**

C. Weekly / Monthly Schedule

This is offered as an important tool for the Student and the Site Supervisor to use in planning a schedule. Please adapt and revise as needed.

Event	Hours
1. Tasks	
2. Supervision/ Theological Reflection (with Site Supervisor)	
3. Site Committee Meetings	
4. Staff Meetings	
5. Preparation	
6. On the job travel (not commuting)	
7. Other Responsibilities	

D. Brief Description of Tasks – Adapt as needed

Task	Day of Week	Time
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Part Four: Compensation

The student will receive a stipend of at least \$3,500 for the fulfillment of the field education requirement as described in this document and as agreed to in the Student / Site Contract. All stipendiary funds are considered taxable income.

If the student receives full stipendiary reimbursement directly from the site, the site will pay \$_____ per week/month totaling \$_____ for the academic year or other contracted time period as mentioned in this document.

If stipendiary reimbursement is received through seminary/field education funding, payment will be negotiated by the Field Education office and paid through the seminary’s Business Affairs office.

The student should be reimbursed for any travel expenses incurred in the course of his/her duties requires be the site (excluding commuting).

Part Five: Signing the Covenant

This covenant may be renegotiated to include reasonable changes. Please notify the Field Education office of any major changes.

Should any partner wish to terminate this covenant, it should happen only according to the process established by the Field Education office.

The Student and Site Supervisor must sign below before it is submitted to the Field Education Office for review. The Student, Site Supervisor and Site Committee Chair should all have a signed copy.

Student

Site Supervisor

Field Education Officer

The due date for submission to the Field Education Office is October 1, 2008 for all students serving during the academic year. If you are serving a placement during the summer or other alternative arrangement, please submit within two weeks of beginning your work.

SITE SUPERVISOR'S FINAL EVALUATION

Due April 24, 2009

NAME of STUDENT (PRINT) _____

DATE _____

NAME of SITE SUPERVISOR (PRINT) _____

Directions: Please read carefully. Site Supervisor and Student must sign and date the last page of this evaluation.

For each category, check the box that best applies. Please consider these guidelines for evaluation for a person at this level of education and experience:

Very Good – No student at this level could be expected to do better.

Good – This person exceeds expectations, but has room for growth.

Adequate – This is the performance level one would reasonably expect.

Poor – This person does not meet expectations, but demonstrates growth potential.

Very Poor – This performance level is unacceptable.

NOTE: If "Very Poor" is checked, please write a brief explanation in the space provided below each section. Check "N/A" if the item does not apply or if the category was not observable.

There is space provided at the end of the form for any additional comments you wish to make. Please make sure both student and site supervisor sign and date the form.

	Very Good	Good	Adequate	Poor	*Very Poor	N/A	Shows growth or improvement		
							Much	Some	N/A
Accountability/Responsibility									
1. Meeting of site task and time responsibilities									
2. Respect shown for site by attendance and participation in any required meetings									
3. Honoring of confidentiality covenants									
4. Attention to Learning & Serving Covenant goals									
*									
Preaching/ Worship Leadership									
1. Use of diction and language skills in sermon or lesson delivery									
2. Preparation and organization of sermon and/or liturgy									
3. Knowledge of material									
4. Use of exegetical skills / theological integration									
5. Confidence, presence and claiming of authority as preacher or teacher									
6. Use of hermeneutics / connection to listeners' experience, age, etc.									

	Very Good	Good	Adequate	Poor	*Very Poor	N/A	Shows growth or improvement		
							Much	Some	N/A
Pastoral Care									
1. Initiative taken in reaching out to others									
2. Confidence shown in claiming pastoral role									
3. Ability to empathize									
4. Use of active listening skills									
5. Integration of theology with care-giving									
*									
Administrative Skills									
1. Care taken in preparation of work									
2. Ability to plan and organize									
3. Time management skills									
4. Attention to detail									
*									
Communication Skills									
1. Ability to motivate others or create enthusiasm/interest									
2. Initiative taken in tasks such as cold calling									
3. Use of clearly spoken appropriate language									
4. Written communication skills									
5. Understanding of the importance of communication with various constituencies									
*									
Risk-taking/ Vulnerability									
1. Willingness to try new challenges									
2. Receptivity to feedback or critique									
3. Readiness to ask for help when needed									
*									
Vocational Identity									
Demonstrates enthusiasm for call									
Interest and effort given to continued spiritual development									
General integration of theology and practice									
Living into the role of pastor or leader									

IN THIS SPACE Please list two or three gifts this person offers.

You may use this page for any additional comments.

Student's Signature

Date

Site Supervisor's Signature

Date

EVALUTION OF STUDENT BY THE SITE COMMITTEE

Due in the Field Education Office on April 24

(This form is meant to be suggestive. If you prefer, feel free to write an evaluative letter covering these and other points.)

The Chairperson or convener of the Site Committee will provide a written evaluation based upon a conversation with the student and committee members at one of the last site committee meetings.

PLEASE PRINT:

Student's Name _____ Site _____

Site Committee Chair _____ Date _____

Have you held monthly meetings as suggested in the Handbook?

Has the student been fulfilling his/her commitment to hours on site and responsibilities contracted in the Learning and Serving Covenant?

Has the student been attentive and responsive to the site committee's feedback?

Describe progress or problems with the goals and objectives established in the Learning and Serving Covenant.

In what ways has the student related and interacted with all constituencies at the site?

What are areas for growth/improvement?

What are areas you identify as the student's strongest gifts in ministry at your site?

Site Committee Representative's Signature _____

Student's Signature _____ Date _____

FINAL STUDENT EVALUATION OF FIELD EDUCATION SITE

**This evaluation is due to the Field Education Office by April 24, 2009.
It will not be shared outside the Field Education Program at Garrett-Evangelical.**

Student Name: _____

Site _____

Site Supervisor: _____

Section 1: The Site

In what ways did this site help in your formation?

Did the site have the resources available for you to fulfill the objectives in your Learning and Serving Covenant?

Was the community in general enthusiastic and/or supportive about participating as a field education site?

Would you recommend this as a site placement for another student? If not, why not?

Section 11: The Site Supervisor

In what ways did the Site Supervisor nurture and mentor you?

List some things that you learned from your Site Supervisor?

What could have been more helpful?

Do feel this person is an effective mentor for seminary students? Why or Why not?

Section 111: The Site Committee

How did the Site Committee aid your ministry?

How could the Site Committee have been more helpful?

Section IV: Additional Comments